

2015 M-STEP, MI-Access, and WIDA

Supports and Accommodations Webinar

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Winter 2015



If you have questions during today's presentation, please send an e-mail to DASWebinarQuestions@gmail.com. Use baa@Michigan.gov when viewing the recording.



Introductions and Logistics

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Topics

- New supports and accommodations framework
- How to select appropriate supports and accommodations
- Review of some supports and accommodation



Big Ideas for Supports and Accommodations

- Do not make assumptions
- Make team based decisions
- Make individual student decisions
- Provide supports that the student uses in their regular instruction
- When in doubt refer to the Supports and Accommodations Table and Manual, related documents, and Test Administrator Manuals
- If it's related to eDirect, contact the Help Desk
- If you can't find the answer, contact OSA staff



Your Resources

MDE Student Assessment Website

- Michigan Accommodations Manual for M-STEP, MI-Access, and WIDA
- M-STEP, MI-Access, and WIDA Student Supports and Accommodations Table
- M-STEP Math and English language arts (ELA) Read-Aloud Guidelines
- M-STEP, MI-Access, and WIDA Scribing Protocol
- Recommended Qualifications and Guidelines for Use of Translators and Language Interpreters for the M-STEP and MI-Access Assessments
- M-STEP and MI-Access Word-to-Word Bilingual Dictionary Guidance



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New Framework

- Standard administration practices
 - Universal Tools
 - Designated Supports
 - Accommodations



Supports Framework (continued)

- Universal Tools: Available for all students
- Designated Supports: Available when indicated by an adult or team
- Accommodations: Available need is documented in an IEP or 504 plan
 - Does not always require an IEP change – will cover later in the presentation



Make Team Based, Individual Student Decisions

- Not all students have the same needs.
- Not all students of one particular special population have the same needs.
- Provide supports that a student uses in their regular instruction.
- If an existing team has made decisions (such as an IEP team, 504 team or interventions team), there is no need to create a new team).



Considerations for English Learners (ELs)

- Student characteristics such as:
 - Oral English language proficiency level
 - English language proficiency literacy level
 - Formal education experiences
 - Native language literacy skills
 - Current language of instruction
- Instructional tasks expected of students to demonstrate proficiency in grade level content in state standards
- Appropriateness of accommodations for particular content areas



Considerations for Students with Disabilities (SWDs)

- Accommodations should link directly to a student need identified in the IEP
 - Accommodation should mirror requirement during instruction (not new)
 - Should be specified as an accommodation for the assessment



IEP Guidance Continued

- IEP amendments may not be needed
 - Name of General Assessment not necessary on IEP (State Summative Assessment)
 - Name of Alternate Assessment is necessary
 - Check wording:
 - “Content read aloud that does not compromise construct being measured” vs. “Special Education teacher reads test aloud”
 - Changing from paper modality to computer should not require an amendment unless paper is specified on IEP
 - Be careful not to create a unique case (different than other students in the school) without an IEP team decision (i.e. most students taking online, but one or two students taking pencil (document why – parents part of decision)).



Key

- O = Online
- P = Paper-pencil
- U = Universal tool
- DS = Designated Support
- A = Accommodation



Universal Tools

- Graph paper (O): M-STEP Math, provided for all online testing schools to use with students in grades 6 and above.
- English Glossary (P/O): M-STEP Math and ELA, provided for all students in paper-pencil schools, ON for all online test takers, provides context-appropriate definitions for specific words
- Magnifier (O): M-STEP Math, ELA, Science, Social Studies, and MI-Access FI content areas



Designated Supports

- Printed M-STEP translated test directions: M-STEP Math, available for online test takers

Available Languages: Arabic, Cantonese, Ilokano, Korean, Mandarin, Punjabi (East and West), Spanish, Tagalog, Russian, Ukrainian, and Vietnamese

- Spanish form (P/O): M-STEP Math, constructed responses must be in English
- Bilingual word-to-word dictionaries (P/O): M-STEP and MI-Access Math, Science, Social Studies



Designated Supports Continued

- Qualified translator for directions and test content: M-STEP Math, Science, and Social Studies, and MI-Access, Refer to the recommendations and guidelines document for translators
- Oral translations (P/O): M-STEP and MI-Access Math, Science, and Social Studies
 - If translating to Spanish, use the Spanish stacked or P/P assessment
 - If administering to a small group of no more than 5 students, must use P/P assessment



Accommodations

- OSA Multiplication Table (P/O): Grade 4 and above only
- Multiple Day Testing
 - 1 part in 1 day
 - Continuous in one sitting or with breaks (pause feature)
 - Students requiring more than one day to complete a 'part' should take the paper-pencil assessment for this year
 - NOTE: MI-Access – Functional Independence online tests have been broken into two parts for each content area and have approximately 20-25 questions per 'part')



Audio Support

- **M-STEP Math (O):** All items can have text-to-speech (DS)
- **M-STEP ELA:**
 - Read aloud (P/O): Items in 3-8 and 11 (DS), passages in 6-8 and 11 (A), use OSA Read Aloud Guidelines
 - Text-to-Speech: Items only in grades 3-5 (DS), Items and passages in grades 6-8 and 11 (A)
- **M-STEP Science and Social Studies:**
 - Read aloud (P): Items using Reader Script
 - English Audio CD (P)
 - English DVD, Spanish or Arabic DVD (P)
 - Text-to-Speech (O)
- **MI-Access**
 - All content areas, for parts of the item that can be read (remember the Do Not Read Aloud Tables), text-to-speech will be defaulted as 'On' for all students (U)

• **Control over speed and volume** If you have questions during today's presentation, please send an e-mail to DASWebinarQuestions@gmail.com. Use baa@Michigan.gov when viewing the recording.



Scribing

- Scribe (P/O): Scribes are available for all statewide assessments
 - Please refer to the OSA Scribing Protocol
- Word Processor (P): Available with spell check turned off



Classroom Activities

Teachers may employ the same strategies for the Classroom Activity that they use during instruction to attend to the diversity of their individual student needs.

However, please refer to the Classroom Activities section of the Supports and Accommodations Manual.



Paper-Pencil Answer Documents

M-STEP Math Standard Accommodations/Supports:

- Directions Read in Native Language
- Non-Spanish Language Translation
- Contracted Braille
- Spanish Booklet
- Enlarged Print
- Multiple-Day Testing
- Alternate Response
- American Sign Language (ASL)
- Noise Buffers
- Read Aloud
- Scribe
- Speech-to-Text
- English Glossary
- Abacus
- Calculator
- L1 Glossary
- Other
- Nonstandard Accommodations



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Paper-Pencil Answer Documents

ELA Standard Accommodations/Supports: M-STEP

- Directions Read in Native Language
- Contracted Braille
- Enlarged Print
- Multiple-Day Testing
- Alternate Response
- American Sign Language (ASL)
- Noise Buffers
- Read Aloud
- Scribe
- Speech-to-Text
- English Glossary
- Other
- Nonstandard Accommodations



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eDirect DRAFT

Student Detail	Accommodations	Demographics	Test Sessions			
Accommodations						
Type	Accommodation	ELA	Math	Science	Social Studies	
Online	Color Chooser (CC)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Online	Contrasting Text (CT)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Online	Masking (MSK)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Online	Spanish Translation (Stacked) (ST)		<input type="checkbox"/>			
Online	Text-to-Speech (TTS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Online	Video Sign Language (test content) (VSL)	<input type="checkbox"/>	<input type="checkbox"/>			
Standard	Abacus		<input checked="" type="checkbox"/>			
Standard	Alternative communication device			<input type="checkbox"/>	<input type="checkbox"/>	
Standard	Auditory Amplification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Standard	Bilingual word-to-word dictionary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Standard	Directions provided in ASL or SEE (Human Signer)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Standard	Human Signer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Thank you and Wrap Up

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